

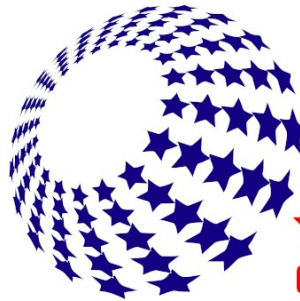


TTI TriMetrix®

Coaching Report - Sales Version



**Tom Test
Manager
Company Inc.
4-5-2010**



**YOUR
COMPANY**

Communicate
Company Inc
123 St.
Scottsdale, AZ
800-555-5555



The TTI TriMetrix® Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, motivators and attributes. Understanding strengths and weaknesses in each of the three areas will lead to personal and professional development and a higher level of satisfaction.

The following is an in-depth look at your personal talents in the three main sections:

SECTION 1: BEHAVIORS

This section of the report is designed to help you attain a greater knowledge of yourself as well as others. The ability to interact effectively with people may be the difference between success and failure in your work and personal life. Effective interaction starts with an accurate perception of oneself.

SECTION 2: MOTIVATORS

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.

SECTION 3: ATTRIBUTES

This section of the report will give you detailed information about your individual thought process. Understanding how you think will identify your preferences, strengths and weaknesses. This increased understanding will lead to personal and professional development.



Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- how you respond to problems and challenges.
- how you influence others to your point of view.
- how you respond to the pace of the environment.
- how you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

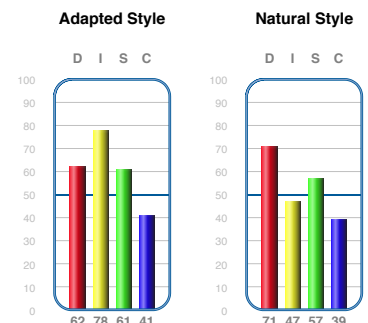
*"All people exhibit all four behavioral factors in varying degrees of intensity."
—W.M. Marston*



Based on Tom's responses, the report has selected general statements to provide a broad understanding of his sales style. This section highlights how he deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style he brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Tom is a self-starter, generally resourceful and readily adaptable to many sales situations. He finds the actual sales process much more rewarding than completing all the paperwork involved. He loves the challenge presented by sales. He sees it as a great opportunity to compete with himself and others. He sets high sales goals for himself. He sees the benefit of joining organizations as a way to meet his sales goals. He wants the authority and responsibility to achieve his sales goals. He may at times tend to overstep his authority if it will help him achieve his goals. Tom prefers to win, respecting winners and those who show persistence. He is usually known for his ability to tackle tough sales problems and bring them to a successful conclusion. He can be resourceful, even when faced with obstacles. He usually enjoys the challenge presented by cold calls. They allow him to use what he considers to be one of his real talents--the ability to sell to anyone at anytime!

Tom needs to "size up" his buyers before starting his sales presentation. Concentrating on what the buyer is saying will help him adjust his presentation toward the buyer's needs. He may become defensive if he hears objections to a service or product he helped to develop. He likes to control the sales presentation. Different styles of buyers will probably prefer that he display his sales flexibility. He usually dominates the sales presentation. He prefers a fast and to-the-point approach, which may be too fast and blunt for some buyers. Tom approaches sales in a direct, positive and straightforward

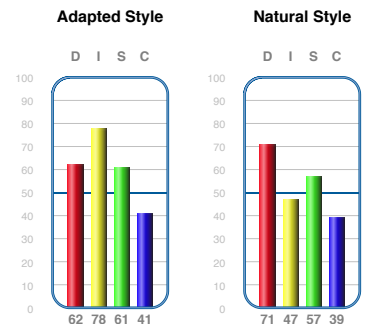


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manner. He always feels prepared to sell to anyone at anytime. The methodical buyer doesn't always appreciate his fast presentation. Some buyers are intimidated by Tom's sales approach. He doesn't intentionally intimidate people, but he may be too blunt and direct for them.

Tom can be so direct with his closing that he antagonizes some buyers. The methodical buyer could be intimidated. Tom prefers to service his accounts using one of two methods: excellent service for those accounts he likes, or those with potential; adequate or poor service for those accounts he doesn't like, or with little potential. He can close so hard that he causes the buyer to think of objections, which may be excuses rather than real objections. He usually has his favorite close, and he might, therefore, resist using all the closes he knows. Tom prefers selling new accounts over servicing accounts with little potential; however, he may misread the potential of some accounts. He may lose interest in a client once the sale has been completed. His further interest may be based on the client's ability to buy additional products or services.

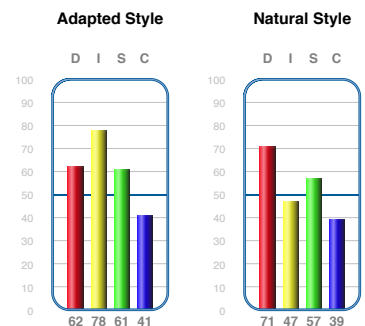


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This section of the report identifies the specific talents and behavior Tom brings to the job. By looking at these statements, one can identify his role in the organization. The organization can then develop a system to capitalize on his particular value and make him an integral part of the team.

- Service-oriented.
- Usually makes decisions with the bottom line in mind.
- Creative in his approach to solving problems and selling.
- Always looking for the logical solutions.
- Self-starter.
- Thinks big.
- Patient and empathetic.



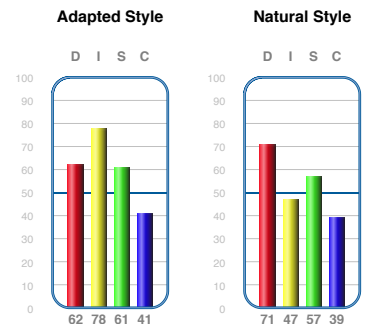


CHECKLIST FOR COMMUNICATING

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Tom. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Tom most frequently.

Do:

- Define clearly (preferably in writing) individual contributions.
- Read the body language--look for impatience or disapproval.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Start, however briefly, with a personal comment. Break the ice.
- Provide a friendly environment.
- Support and maintain an environment where he can be efficient.
- Ask specific (preferably "what?") questions.
- Show sincere interest in him as a person; find areas of common involvement; be candid and open.
- Motivate and persuade by referring to objectives and results.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Present the facts logically; plan your presentation efficiently.
- Take issue with facts, not the person, if you disagree.



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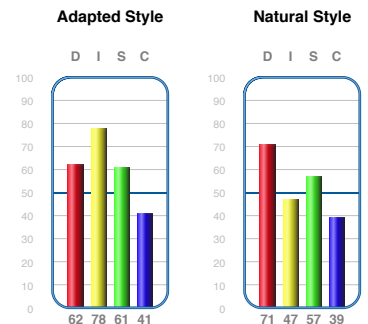


DON'TS ON COMMUNICATING

This section of the report is a list of things NOT to do while communicating with Tom. Review each statement with Tom and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Don't:

- Forget or lose things; be disorganized or messy; confuse or distract his mind from business.
- Keep deciding for him, or he'll lose initiative; don't leave him without backup support.
- Patronize or demean him by using subtlety or incentive.
- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.
- Ask rhetorical questions, or useless ones.
- Be abrupt and rapid.
- Rush headlong into business or the agenda.
- Direct or order.
- Come with a ready-made decision, and don't make it for him.
- Let disagreement reflect on him personally.
- Be redundant.



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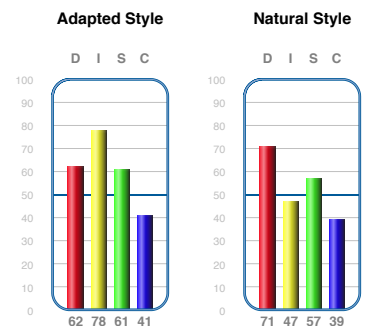
This section provides suggestions on methods which will improve Tom's communications when selling to different styles. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Tom will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior salesperson.

<p>When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ● Prepare your "presentation" in advance. ● Stick to business--provide fact to support your presentation. ● Be accurate and realistic--don't exaggerate. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Being giddy, casual, informal, loud. ● Wasting time with small talk. ● Being disorganized or messy. 	<p>When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ● Be clear, specific, brief and to the point. ● Stick to business. Give an effective presentation. ● Come prepared with support material in a well-organized "package." <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Talking about things that are not relevant to the issue. ● Leaving loopholes or cloudy issues. ● Appearing disorganized.
<p>When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ● Begin with a personal comment--break the ice. ● Present yourself softly, nonthreateningly and logically. ● Earn their trust--provide proven products. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Rushing headlong into the interview. ● Being domineering or demanding. ● Forcing them to respond quickly to your questions. 	<p>When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ● Provide a warm and friendly environment. ● Don't deal with a lot of details, unless they want them. ● Provide testimonials from people they see as important. <p>Factors that will create tension:</p> <ul style="list-style-type: none"> ● Being curt, cold or tight-lipped. ● Controlling the conversation. ● Driving on facts and figures, alternatives, abstractions.



This section identifies the ideal work environment based on Tom's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Tom enjoys and also those that create frustration.

- Evaluation based on results, not the process.
- Freedom from controls, supervision and details.
- Nonroutine work with challenge and opportunity.
- An innovative and futuristic-oriented environment.
- Little conflict between people or customers.
- Forum to express ideas and viewpoint.



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A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Tom's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Tom to project the image that will allow him to control the situation.

"See Yourself As Others See You"

SELF-PERCEPTION

Tom usually sees himself as being:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

Under moderate pressure, tension, stress or fatigue, others may see him as being:

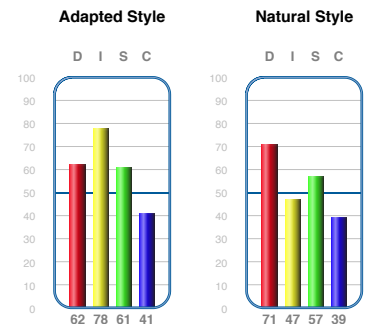
Demanding
Egotistical

Nervy
Aggressive

And, under extreme pressure, stress or fatigue, others may see him as being:

Abrasive
Arbitrary

Controlling
Opinionated



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Based on Tom's responses, the report has marked those words that describe his personal behavior. They describe how he solves problems and meets challenges, influences people, responds to the pace of the environment and how he responds to rules and procedures set by others.

Dominance	Influencing	Steadiness	Compliance
Demanding	Effusive	Phlegmatic	Evasive
Egocentric	Inspiring	Relaxed	Worrisome
Driving	Magnetic	Resistant to Change	Careful
Ambitious	Political	Nondemonstrative	Dependent
Pioneering	Enthusiastic	Passive	Cautious
Strong-Willed	Demonstrative	Patient	Conventional
Forceful	Persuasive	Possessive	Exacting
Determined	Warm	Predictable	Neat
Aggressive	Convincing	Consistent	Systematic
Competitive	Polished	Deliberate	Diplomatic
Decisive	Poised	Steady	Accurate
Venturesome	Optimistic	Stable	Tactful
Inquisitive	Trusting	Mobile	Open-Minded
Responsible	Sociable	Active	Balanced Judgment
Conservative	Reflective	Restless	Firm
Calculating	Factual	Alert	Independent
Cooperative	Calculating	Variety-Oriented	Self-Willed
Hesitant	Skeptical	Demonstrative	Stubborn
Low-Keyed	Logical	Impatient	Obstinate
Unsure	Undemonstrative	Pressure-Oriented	Opinionated
Undemanding	Suspicious	Eager	Unsystematic
Cautious	Matter-of-Fact	Flexible	Self-Righteous
Mild	Incisive	Impulsive	Uninhibited
Agreeable	Pessimistic	Impetuous	Arbitrary
Modest	Moody	Hypertense	Unbending
Peaceful	Critical		Careless with Details
Unobtrusive			

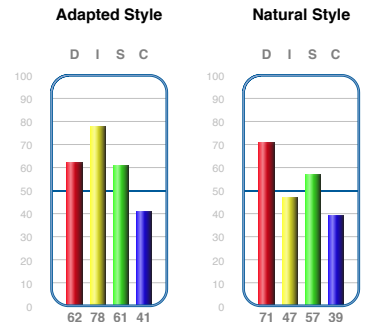


NATURAL AND ADAPTED SELLING STYLE

Tom's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.

Natural	PROBLEMS - CHALLENGES	Adapted
Tom is ambitious in his approach to selling, displaying a strong will and has a need to win against all obstacles. He has a tendency to confront prospects and desire to control the sales situation. He needs a territory and products that will constantly challenge him.		Tom sees no need to change his sales approach from his basic style as it is related to solving problems and challenges.

Natural	PEOPLE - CONTACTS	Adapted
Tom is factual and logical in his attempt to persuade others. He looks at things in a rather direct and straightforward manner. His approach can be analytical and objective when attempting to influence others.		Tom projects a positive and enthusiastic attitude toward influencing others. He sees the need to be trusting and wants to be trusted.

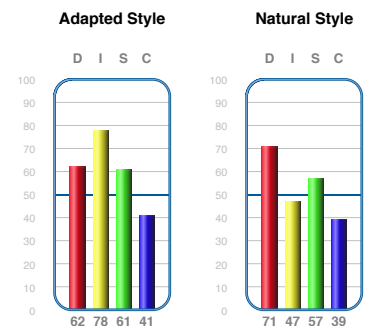


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Natural	PACE - CONSISTENCY	Adapted
<p>Tom enjoys a sales environment that needs a consistent approach. He will change approach if the new direction is meaningful and consistent with past experience. He enjoys selling quality products that he feels are reliable and dependable.</p>	<p>Tom feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Tom is striving to be independent and self-directed. He is most comfortable in a sales environment where rules and procedures can be interpreted to meet the needs of his customer in certain situations.</p>	<p>The difference between Tom's basic and adapted sales style is not significant and he sees no need to change on this factor.</p>	

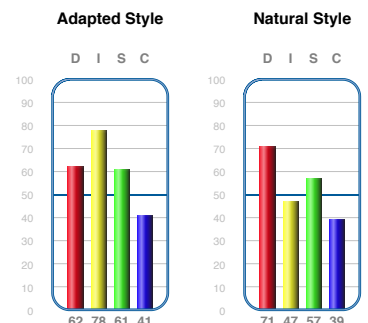


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Tom sees his present work environment requiring him to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why he is adapting this behavior.

- Adaptable in meeting the needs of clients or customers.
- Excited about available new products or services.
- Meeting customers either formally or informally.
- Setting his own agenda for results.
- Using a creative approach in selling new and innovative services or products.
- Making a presentation in his own particular style.
- Generating enthusiasm in others.
- Using persuasive skills.
- Firm, unbending dedication to completing sales projects.
- Skillfully using humor to persuade his clients or customers.
- Independent in approaching customers or clients.



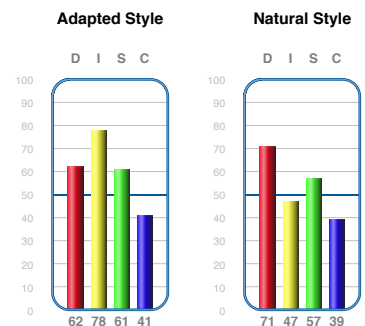
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This section of the report was produced by analyzing Tom's wants. People are motivated by the things they want; thus, wants that are satisfied no longer motivate. Review each statement produced in this section with Tom and highlight those that are present "wants."

Tom wants:

- A manager who practices participative management.
- Freedom from control and detail.
- The chance to have fun (play hard--work hard).
- To be trusted.
- Freedom to talk and participate in sales meetings.
- No restrictions to hamper results.
- Work assignments that provide opportunity for recognition.
- Exposure to those who appreciate his sales results.
- A friendly work environment.
- Public recognition of his ideas and sales results.
- Flattery, praise, popularity and strokes.

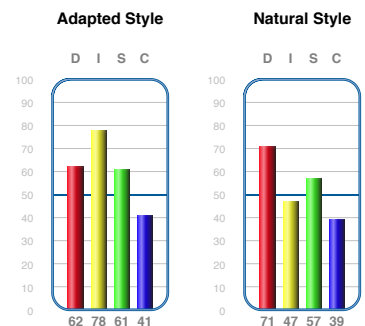




In this section are some needs which must be met in order for Tom to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Tom and identify 3 or 4 statements that are most important to him. This allows Tom to participate in forming his own personal management plan.

Tom needs:

- A manager who delegates in detail.
- A sales presentation that is planned.
- A feeling of belonging--to know how important he is to the team.
- To know results expected and to be evaluated on the results.
- To be introduced to new prospects.
- Reassurances that he is doing the job right.
- Rewards in terms of tangible things, not just flattery and praise.
- Capable associates with which to work.
- To understand his impact on other people.
- The facts in a logical sequence.
- To display empathy for people who approach life differently than he does.
- A program to encourage creativity and self-worth.
- A list of all sales objections with answers.



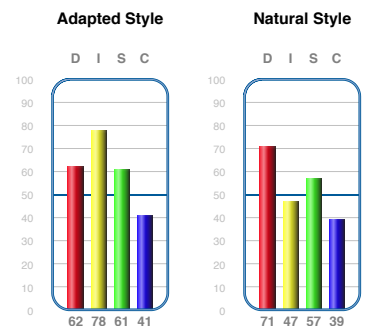


AREAS FOR IMPROVEMENT

In this area is a listing of possible limitations without regard to a specific job. Review with Tom and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering his performance and develop an action plan to eliminate or reduce this hindrance.

Tom has a tendency to:

- Not answer objections to buyer's satisfaction.
- Represent himself with more authority than he may have.
- Become defensive and overreact to certain objections.
- Take objections lightly.
- Use fear as motive for buying.
- Blame, deny and defend when confronted with poor sales results.
- Resist participation as part of the team, unless seen as a leader.
- Be so concerned with big picture; he forgets to see the little pieces.



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The following are examples of areas in which Tom may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- Customer Service
- Prospecting
- Preparation
- Presentation
- Handling Objections
- Closing
- Product Knowledge
- Personal Goals
- Other

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Date to Begin: _____ Date to Review: _____

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Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)

2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)

3. When I make changes to these behaviors, they will have the following impact on my career:

4. I will make the following changes to my behavior, and I will implement them by _____:



The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

1. COMPETITIVENESS



2. URGENCY



3. FREQUENT CHANGE



4. CUSTOMER ORIENTED



5. FREQUENT INTERACTION WITH OTHERS



6. ORGANIZED WORKPLACE



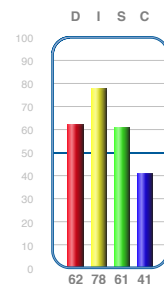
7. VERSATILITY



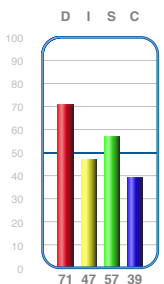
8. ANALYSIS OF DATA



Adapted Style



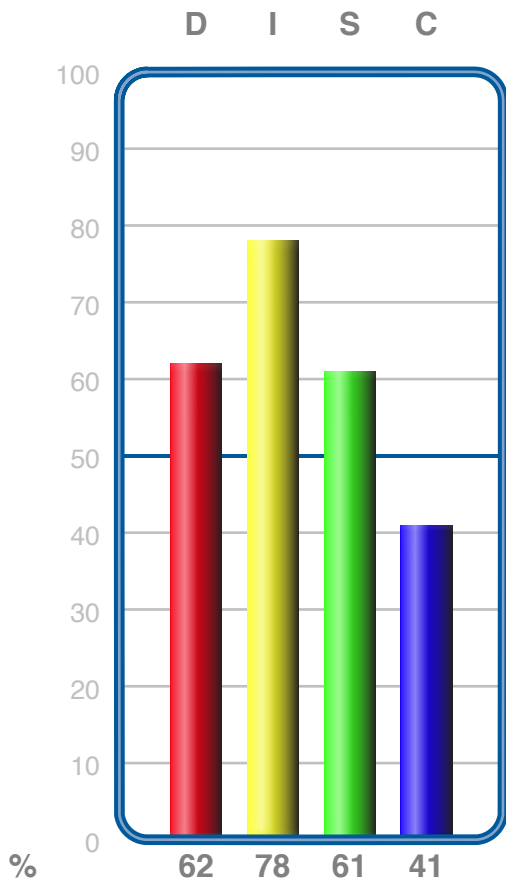
Natural Style



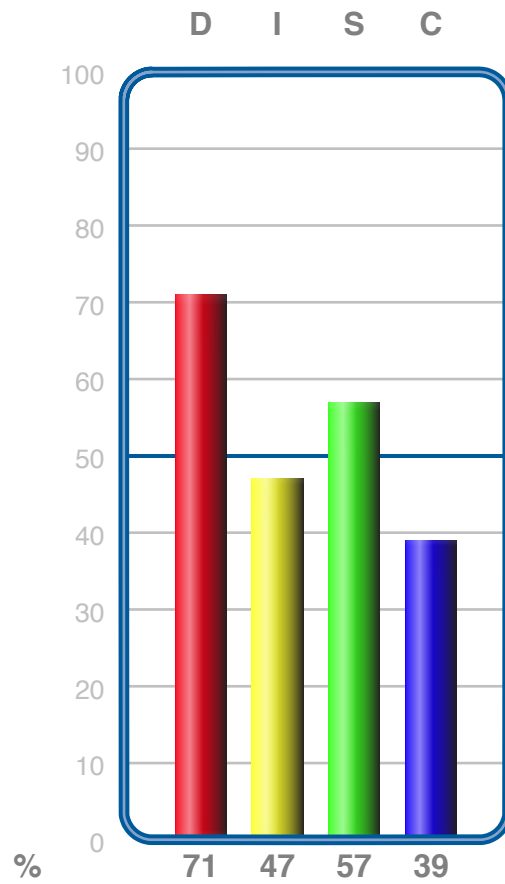


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MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2009

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The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

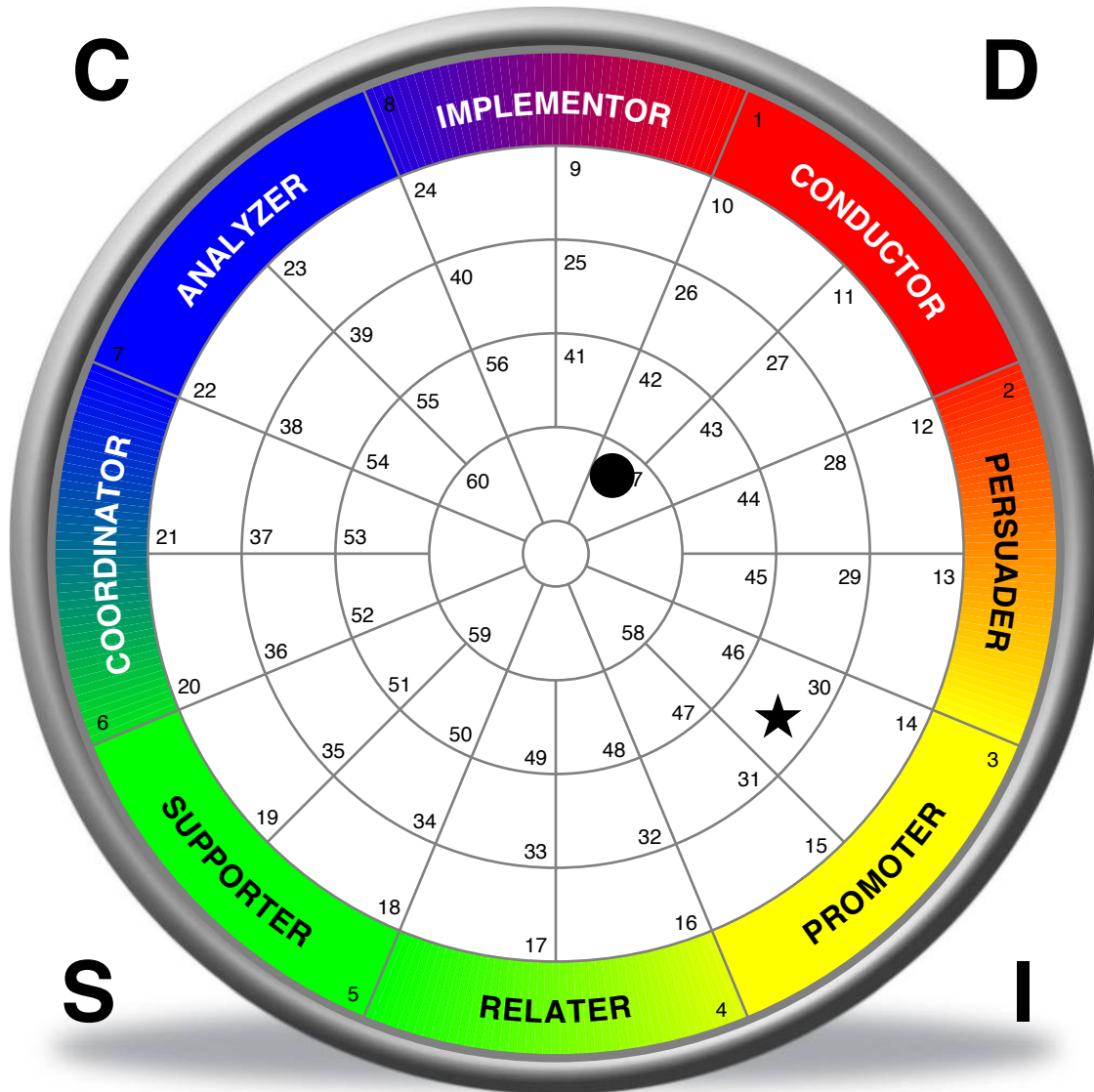
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



Tom Test
Company Inc.
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Adapted: ★ (30) PERSUADING PROMOTER (FLEXIBLE)
Natural: ● (57) SUPPORTING CONDUCTOR (ACROSS)

Norm 2009

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Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

Value	the Drive for
Theoretical	Knowledge
Utilitarian/Economic	Money
Aesthetic	Form and Harmony
Social/Altruistic	Helpfulness
Individualistic/Political	Power
Traditional/Regulatory	Order

Values help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights® instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.



How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.



INDIVIDUALISTIC/POLITICAL

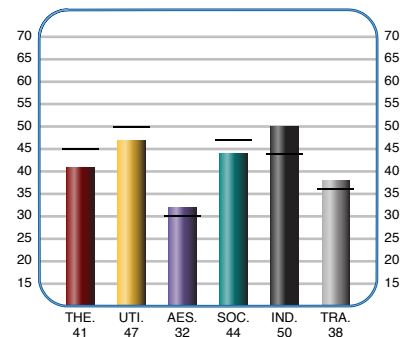
The primary interest for this value is **POWER**. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

General Characteristics

- Tom has a strong desire to be his own person.
- This high individualism may be demonstrated in a variety of observable ways; In creative problem solving, in a risk-taking attitude, etc.
- He surprises others with spontaneous ideas or responses.
- He likes to invent new things, design new products, and develop new ideas and procedures.
- He experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Enjoys working in his own way and own methods.
- Thrives in a team environment.
- Enjoys work and assignments which give him stature in the eyes of others and evokes respect.
- Likes to have his own niche; the place where he can excel.

Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- Brings creative ideas.
- Not afraid to take calculated risks.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.



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Keys to Managing and Motivating

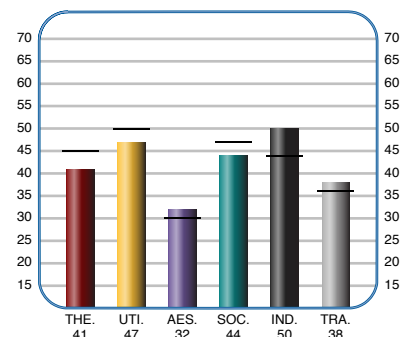
- Remember that he likes to work apart from the team and independently at times.
- Remember to build in a continuous opportunity to learn and progress.
- Provide an environment where Tom has space to demonstrate his unique contributions to the team.
- Be patient in allowing for expression of his uniqueness and sense of humor.
- Remember that even as attention from others is important, he also desires some independence from team organization and protocol at times.

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for him to express his uniqueness.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

Continuous Quality Improvements

- May spend excess time telling (or selling) an audience on his uniqueness, rather than discussing the topic at hand.
- Needs to remember that his good ideas aren't the only good ideas.
- Needs to listen more and speak less.





UTILITARIAN/ECONOMIC

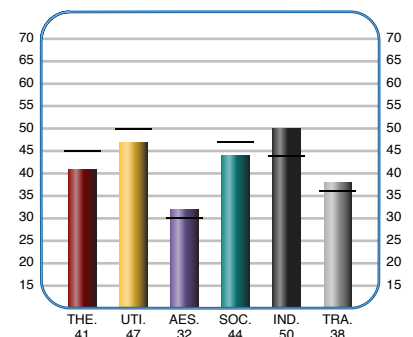
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.

General Characteristics

- Sales, technical, or management training programs should demonstrate a bottom-line financial benefit as a result of the training effort.
- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- Tom likes rewards based on the results he achieves rather than on the method used to obtain the results.
- When profit or project cost/benefits are examined, he takes the position that the ends justify the means.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Fits the stereotype of the typical businessperson, interested in economic incentives.
- Motivated by high pay and attaches importance to high earnings.

Value to the Organization

- Profit driven and bottom-line oriented.
- Makes decisions with practicality and bottom-line dollars in mind.
- Is highly productive.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Will protect organizational or team finances, as well as his own.



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Keys to Managing and Motivating

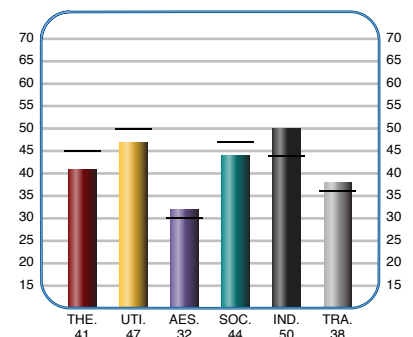
- Realize that it's not just money that motivates, but also personal payback from the job.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Provide opportunity for financial rewards for excellent performance.
- Be certain Tom is balancing his professional and personal life.

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- Provide some rewards and incentives for participation in additional training and professional development.

Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.
- May judge the efforts of others on the team by an economic scale only.





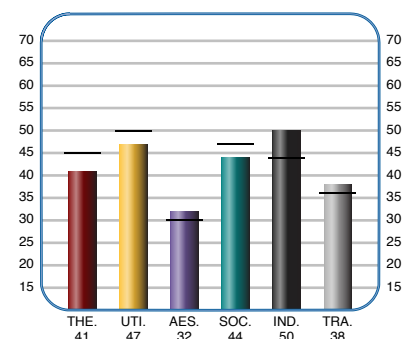
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

General Characteristics

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. He is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on his own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.





Keys to Managing and Motivating

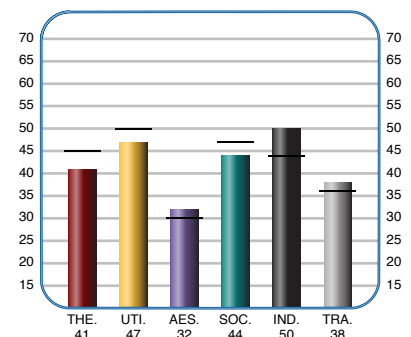
- Remember that Tom shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Tom brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that he brings in being a balance between those who may give too much away, versus those who may not give enough.

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements

- It is important to review other Values drives for a more complete look at areas for quality improvement.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.
- Tom should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.





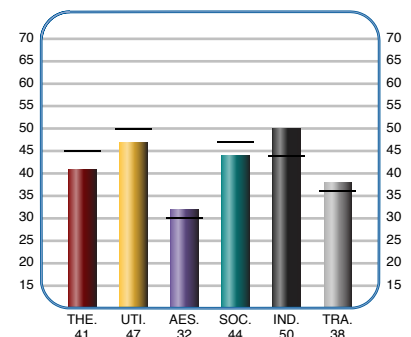
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

General Characteristics

- His Theoretical need is not the most important or primary driving values factor.
- Tom may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Tom typically won't get bogged down in minutia, nor will he ignore the details when decision-making.

Value to the Organization

- Tom demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoretical.
- Shows curiosity about technical details without getting bogged down.





Keys to Managing and Motivating

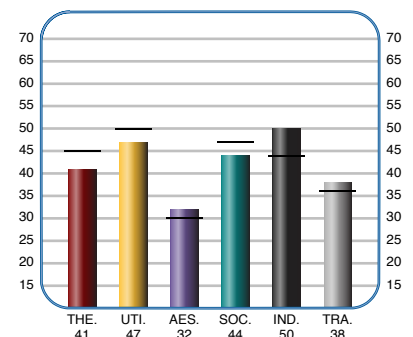
- Remember that he has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Tom brings a knowledge-drive typical of many business professionals.
- Include the perspective he brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.

Training, Professional Development & Learning Insights

- Is able to see the need for training, and also realizes the importance of practical information.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.





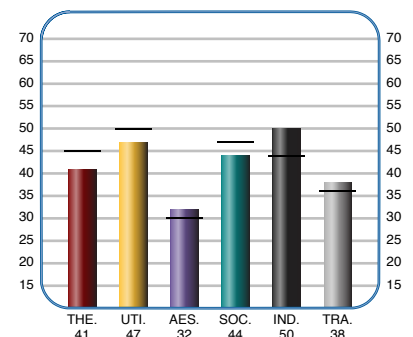
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

- An informal approach to rules and regulations.
- Change-oriented and readily adaptable to new projects.
- May behave independently from the standard operating procedure.
- Is a very flexible problem-solver.
- Is motivated by the personal right to express himself.
- May demonstrate an autonomous attitude as he approaches work assignments.
- Sometimes bends the rules while creatively solving a problem.
- May occasionally break the rules with the rationale: the end justifies the means.
- A desire to obtain quick results with many projects, and an attempt to dispense with many items (such as rules and regulations) which might bog down the progress.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Generates new ideas.
- Is a creative problem-solver.
- Desires to learn new methods and strategies.
- Is able to make decisions quickly in solving problems.
- Looks for creative solutions to problems.





Keys to Managing and Motivating

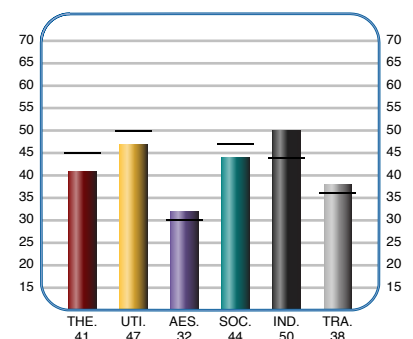
- Requires specific instructions so that he can do the routine aspects of job correctly the first time.
- Enjoys variety in the job culture.
- Wants to be informed about events and changes within the organization.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- Utilize his ability to see and communicate the big picture.

Training, Professional Development and Learning Insights

- May prefer more dynamic, spontaneous, or creative learning activities.
- Tends to be more flexible and adaptable to a variety of learning activities.
- May want to create his own learning path or activities in a creative manner.

Continuous Quality Improvements

- Don't ignore the important details.
- Needs to increase patience when interacting with more rules-oriented individuals.
- Maintain awareness of facial expression and comments when in disagreement with those showing a different point of view.





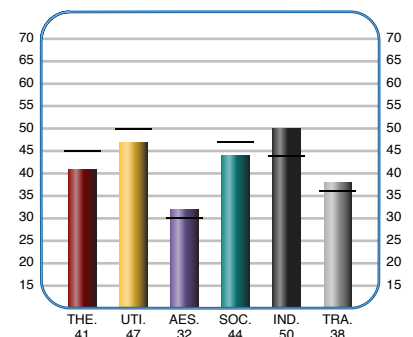
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

General Characteristics

- Other values take a higher motivational priority than this Aesthetic scale.
- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Not necessarily worried about form and beauty in his work environment.
- What Tom defines as his passion in life will be found in higher values scales in this report.
- Looks at those scoring higher as types who may need to be a bit more practical.
- Is motivated and driven in areas other than the Aesthetic.
- Tom prefers to take a practical approach to workplace events.

Value to the Organization

- Unpleasant surroundings will not adversely affect his productivity and creativity.
- Sees a wider spectrum of the picture, not just from the artistic viewpoint.
- Not easily swayed in terms of emotional issues.
- Good business-sense and a good eye for that which is practical.





Keys to Managing and Motivating

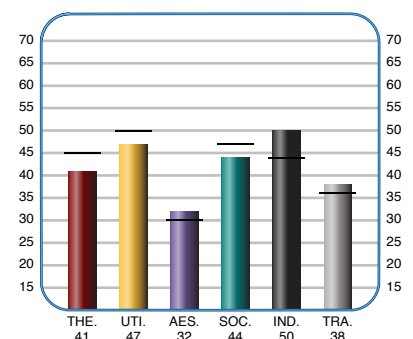
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that he shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Brings a bottom-line orientation to training venues and is flexible about the environment of the training session.
- Link learning and professional development to other items of greater self-interest.

Continuous Quality Improvements

- There may be an avoidance of creative or self-expressive details.
- Seen as overly business-like by some, but this comes from the practical side of his workplace values.
- Needs to be more open and receptive to the creative ideas of others.



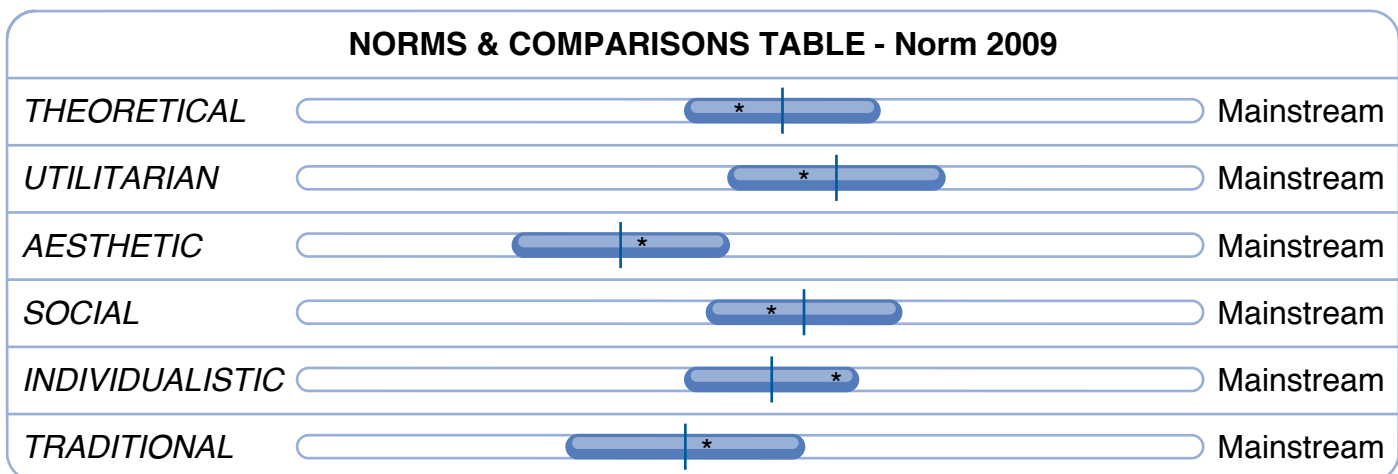



MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.



 - 68 percent of the population | - national mean * - your score

Mainstream - one standard deviation of the national mean
Passionate - two standard deviations above the national mean
Indifferent - two standard deviations below the national mean
Extreme - three standard deviations from the national mean



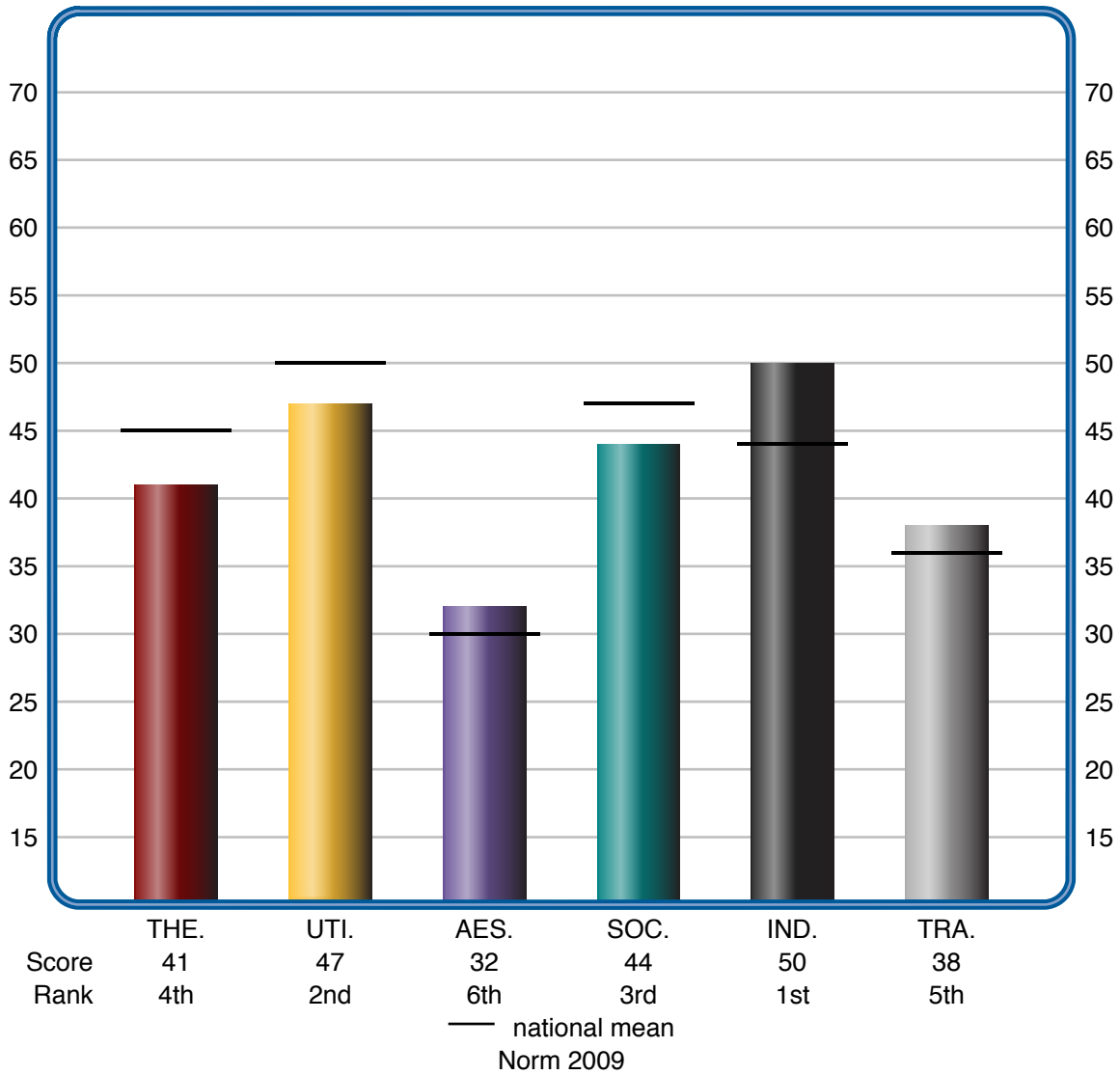
MOTIVATORS - NORMS & COMPARISONS

All of your attitude scores fall within one standard deviation of the national mean. This means that 68% of the population have similar attitudes and feelings on each of the six attitudes. Having all your scores close to the national mean indicates the following:

- You will be seen by others as a team player.
- You will be able to relate to a large percentage of our society.
- You will have less conflict with other people.
- You will have a larger selection of friends and careers than most people.



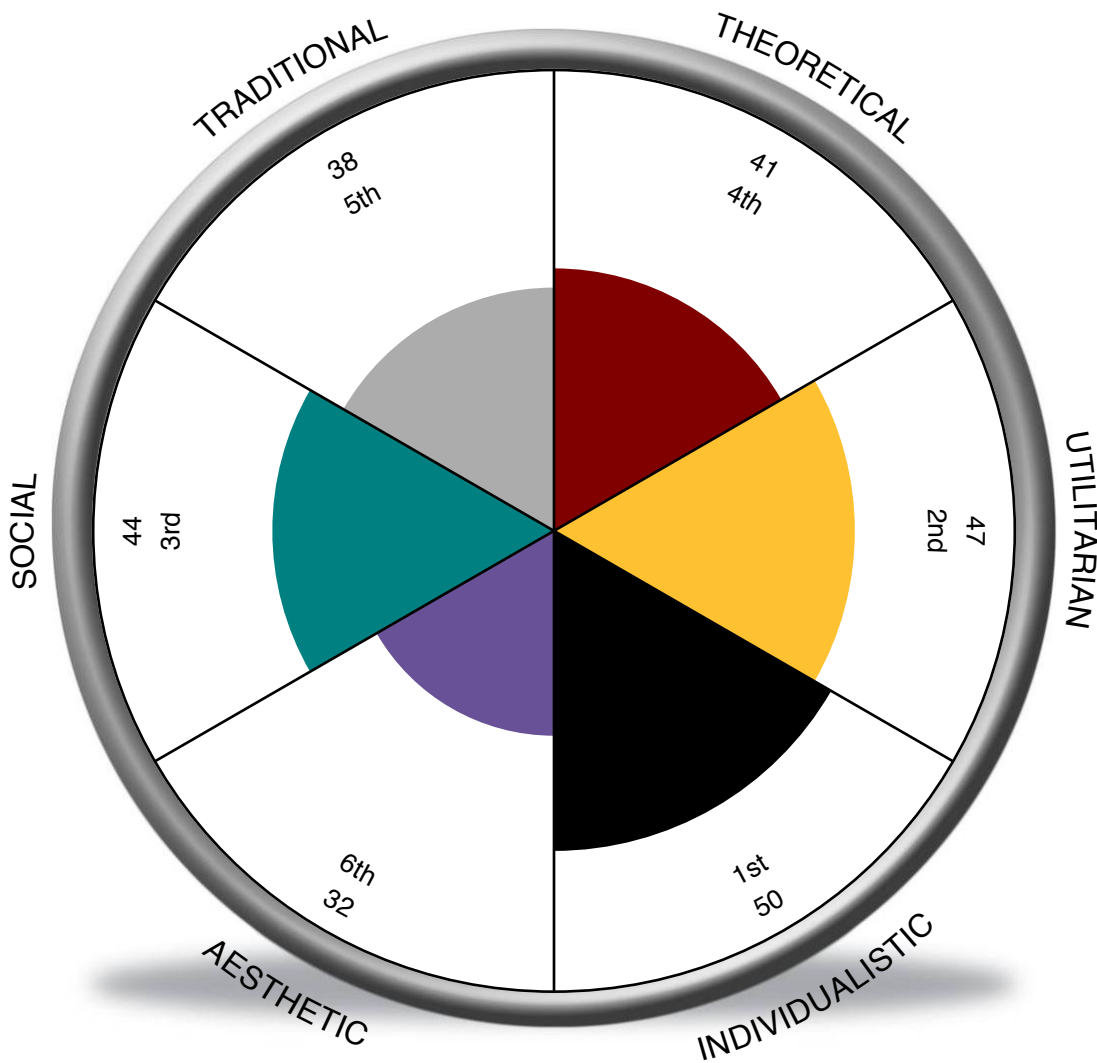
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4-5-2010



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Tom Test
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4-5-2010



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This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.

Area 1: The greater or global mission of the team or organization.

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.



QUALITY IMPROVEMENT ACTION PLAN

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

Action Point 1: Things I will keep on doing.

Indicate three things that you are doing very well already, and that you plan to keep on doing.

- 1.
- 2.
- 3.

Action Point 2: Things I will modify or change slightly.

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

- 1.
- 2.

Action Point 3: Things I will stop doing, or try to eliminate.

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

- 1.

Today's Date: _____

Date to review with mentor or peer: _____

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TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from your report in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers, and your manager, provided that all have copies of their own information. This communication should be a two-way process.

(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long range success. This list illuminates why we do what we do.)

General Characteristics

1. Theoretical _____
2. Utilitarian/Economic _____
3. Aesthetic _____
4. Social/Altruistic _____
5. Individualistic/Political _____
6. Traditional/Regulatory _____

Value to the Organization

1. Theoretical _____
2. Utilitarian/Economic _____
3. Aesthetic _____
4. Social/Altruistic _____
5. Individualistic/Political _____
6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

- 1. Theoretical _____
- 2. Utilitarian/Economic _____
- 3. Aesthetic _____
- 4. Social/Altruistic _____
- 5. Individualistic/Political _____
- 6. Traditional/Regulatory _____

Training, Professional Development and Learning Insights:

- 1. Theoretical _____
- 2. Utilitarian/Economic _____
- 3. Aesthetic _____
- 4. Social/Altruistic _____
- 5. Individualistic/Political _____
- 6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Continuous Quality Improvement: (choose two items from any values areas)

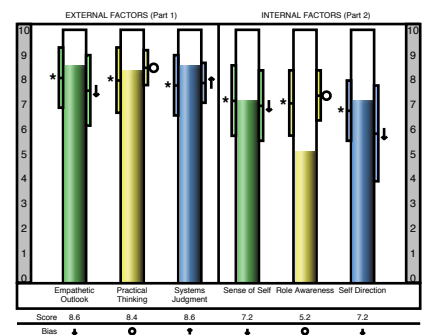
1. _____

2. _____



This is how Tom sees the world around him. This view measures his clarity and understanding of people, tasks and systems. It could also be looked at in terms of feeling, doing and thinking from an external standpoint. The statements below are based primarily on the 3 dimensions on the left side of the dimensional balance page and are in a random order.

- Tom has good thinking and planning ability, as well as good organizational skills.
- He sees the overall plan and how people fit.
- He could benefit from paying more attention to practical matters.
- He needs an atmosphere of dedicated co-workers who are going in the same direction or working toward the same goals.
- Tom understands the importance of authority figures and enforces his own authority well.
- He has a high understanding of people and can build and maintain relationships.
- He could benefit from the actual doing of detail work.
- He could avoid mistakes by paying more attention to the details and the task at hand.
- Tom focuses on people and systems, while minimizing the details involved in things and processes in the practical world around him.

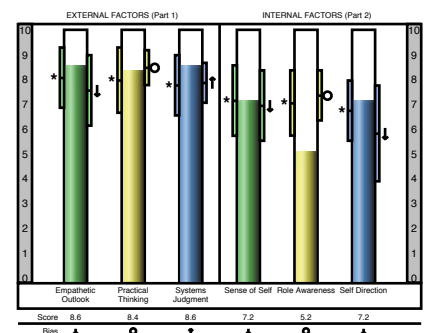


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This is how Tom sees himself. This view measures his clarity and understanding of himself, his roles in life and his direction for the future. The internal dimensions are a reflection of him from both personal and professional viewpoints. The statements below are based primarily on the 3 dimensions on the right side of the dimensional balance page and are in a random order.

- Tom relies on his self-esteem and future direction for strength.
- He tends to organize his life according to a set of standards and direction with which he can identify.
- He has a defined set of organizing structures for his life.
- He would benefit from listing his roles and asking himself if any of these roles are currently in transition?
- Tom has somewhat developed a picture of where he is going.
- He doesn't have a strong understanding of his life roles.
- He tends to get involved with new things as long as they fit in with his overall life plan.
- He needs to gain a clearer understanding of his roles in life by asking himself, "What are my major roles?"
- Tom focuses on both who he is as a person and where his future may lead.





SUMMARY OF STRENGTHS AND WEAKNESSES

The key lies in being able to measure these individual preferences in the way we think, and understanding how they shape our decisions. It is this understanding of our individual strengths and weaknesses that will enable us to effect change in our lives and achieve greater personal success. It is only by first understanding something that we are then able to change it.

The top five and bottom five scores on your Core Skills List determines the information below. Please take the national mean and the requirements of your position into consideration when determining a development plan.

Strengths

- USING COMMON SENSE
- INTEGRATIVE ABILITY
- FOLLOWING DIRECTIONS
- RESPECT FOR POLICIES
- REALISTIC GOAL SETTING FOR OTHERS

Weaknesses

- HANDLING STRESS
- CONSISTENCY AND RELIABILITY
- JOB ETHIC
- ENJOYMENT OF THE JOB
- ROLE AWARENESS



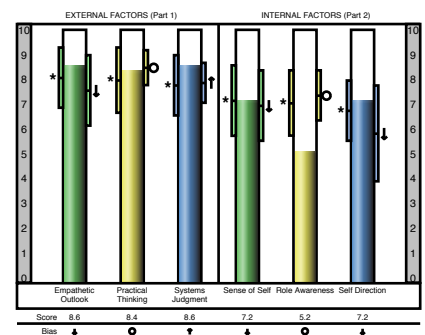
Using Common Sense as a capacity is determined by an individual's focus on practical thinking. It is the ability to see the world clearly and the general ability to combine abilities for empathy, practical thinking, and organizational ability into cohesive decisions and actions.

Possible Strengths:

- Maintains focus on the immediate issues requiring attention.
- Develops analytical skills through practice and careful thought.
- Capable of managing unforeseen situations without getting frustrated.

Continuous Development:

- Remember to stay organized.
- Put time frames around objectives.
- Communicate proposed solutions and objectives clearly.



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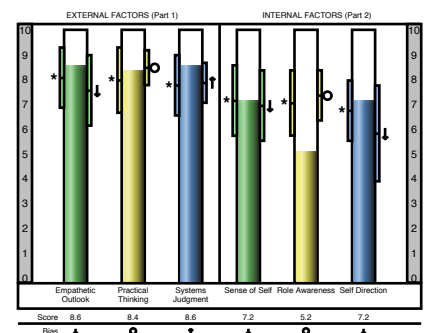
In part Integrative Ability is an individual's ability to identify the key elements of a problem situation and understand which components are critical. Furthermore, this is an ability to then put together the different elements and to see different types of situational structures. It is thereby the ability to see different types of problem solutions.

Possible Strengths:

- Is able to prioritize critical events while not losing track of less critical ones.
- Accurately defines the key elements in problem situations.
- Is a good project planner and scheduler.

Continuous Development:

- Approach problem solving as a project that requires planning.
- Don't rely on stop-gap measures.
- Don't be afraid to ask for assistance.



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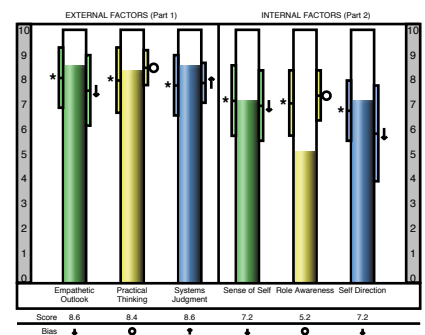
Following Directions is an individual's ability to effectively hear, understand and follow directions or instructions. It is the willingness to postpone making personal decisions, or taking action, until one has openly listened to what they are being asked to do. Don't judge whether this assumption is right or wrong. Whether the person may in fact be perfectly capable of accomplishing the goal with no external instruction is irrelevant here. A low score in this area simply indicates a person's tendency to discount outside instructions and rely on their own innate abilities, regardless of competency.

Possible Strengths:

- Good listening skills.
- Is able to work independently on tasks that require specific steps to complete.
- Is open-minded and flexible about ways to accomplish required tasks.

Continuous Development:

- Don't add steps that are not a part of the original instructions.
- Enlist a friend or manager to audit activities.
- If you do see steps that need adding or altering, get approval from the proper source.



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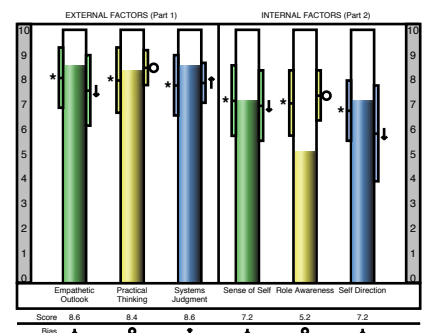
Respect for Policies is the ability to see and appreciate the value of conducting business affairs according to the intent of company policies and standards without necessarily having to agree with them completely.

Possible Strengths:

- Respects and utilizes policies and procedures in order to efficiently complete job tasks.
- Makes a point of understanding and respecting the corporate structures.

Continuous Development:

- Join and participate on a corporate policy review board.
- Develop logical extensions of policies to cover activities on uncharted ground.



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REALISTIC GOAL SETTING FOR OTHERS

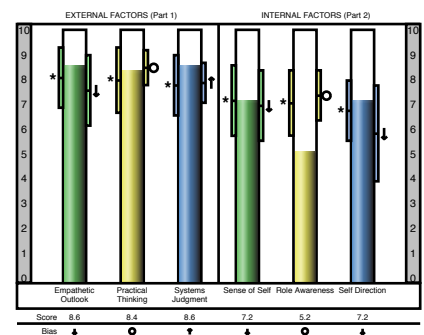
Realistic Goal Setting for Others is the ability to set goals for others that can be achieved using available resources, personnel capabilities and operating within a projected timeframe. This capacity includes the ability to utilize previous measurable performance in the establishing of goals and/or quotas.

Possible Strengths:

- Coordinates individual goals with corporate or organizational directives.
- Is proactive about setting high goals for him/herself and achieving them.
- Sets goals for each person that are challenging but not defeating.

Continuous Development:

- Keep your highest performers enthusiastic!
- Keep tasks and consequences for failure or success separate from the person being supervised.
- Be specific when assigning any new goal or duty.



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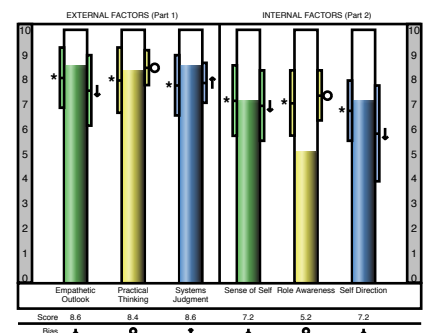
Handling Stress is an individual's ability to balance and defuse inner tensions and stresses, which, if allowed to build up, could interfere with his or her ability to perform to potential. It is not an individual's ability to handle stressful situations, but rather the ability to appropriately separate oneself from such stressful situations and maintain separate inner sense of peace.

Possible Limitations:

- Gets emotionally tied to difficult situations.
- Does not recognize the difference between "good stress" and "bad stress".
- May not take time for relaxation.

Developmental Suggestions:

- Get serious about time management.
- Work off stress through regular and vigorous exercise.
- Face up to unpleasant facts and get it over with.



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CONSISTENCY AND RELIABILITY

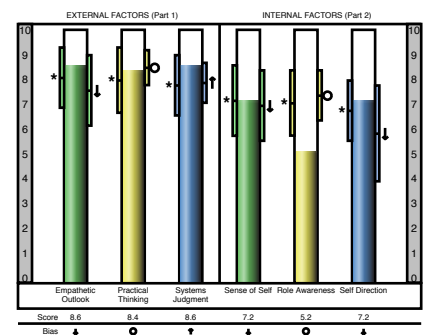
Consistency and Reliability is the ability to feel an internal motivation to be conscientious in personal or professional efforts. It is the need to be consistent and reliable in life roles.

Possible Limitations:

- May need external motivators to stay on task.
- May not maintain personal composure in the face of adversity.
- May not have an equal commitment to the job and other life priorities.

Developmental Suggestions:

- Try to monitor and manage interruptions.
- Keep promises made.
- Prioritize tasks both personally and professionally.



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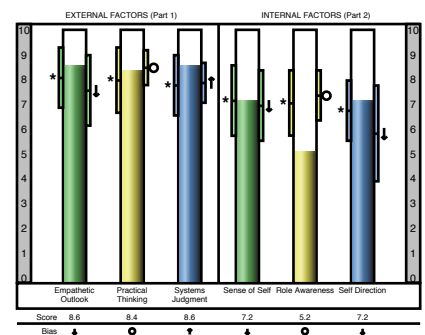
Job Ethic is the personal commitment an individual makes to execute a specific task by doing the most and the best during the hours a person is at work and by becoming the most reliable, personally, professionally and civically.

Possible Limitations:

- May have a poor understanding of role.
- May have trouble applying abilities to a given task.
- May procrastinate.

Developmental Suggestions:

- Create an inventory of tasks and projects.
- Stay focused!
- Be consciously goal-directed.



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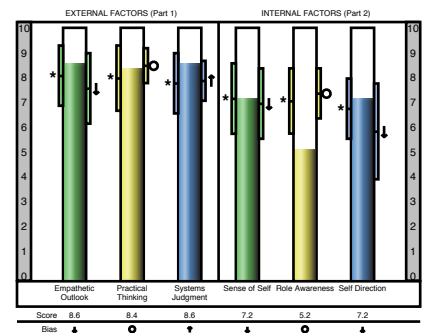
Enjoyment of the Job is the feeling that a job is both fulfilling and rewarding and that it has a positive and useful benefit.

Possible Limitations:

- May lack the time or resources to do the job.
- May lack a skill set required for the position.
- May have insufficient self-confidence to enjoy the job.

Developmental Suggestions:

- Find a mentor.
- Set exciting goals and continually update them.
- Be optimistic. We generally get what we expect.



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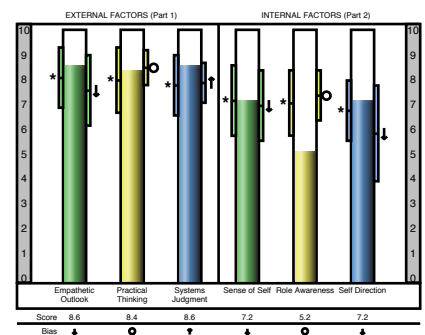
Role Awareness is the ability to be aware of one's role in the world or within a given environment. This is the ability to understand the expectations placed on a position and to clearly see how those expectations are to be met.

Possible Limitations:

- May lack understanding of the role.
- Unclear or uninformed of expectations.
- May not ask for clarification of role or responsibilities.

Developmental Suggestions:

- Get familiar with the job description.
- Ask management to spend time to define the role.
- Talk to peers to learn what is expected.



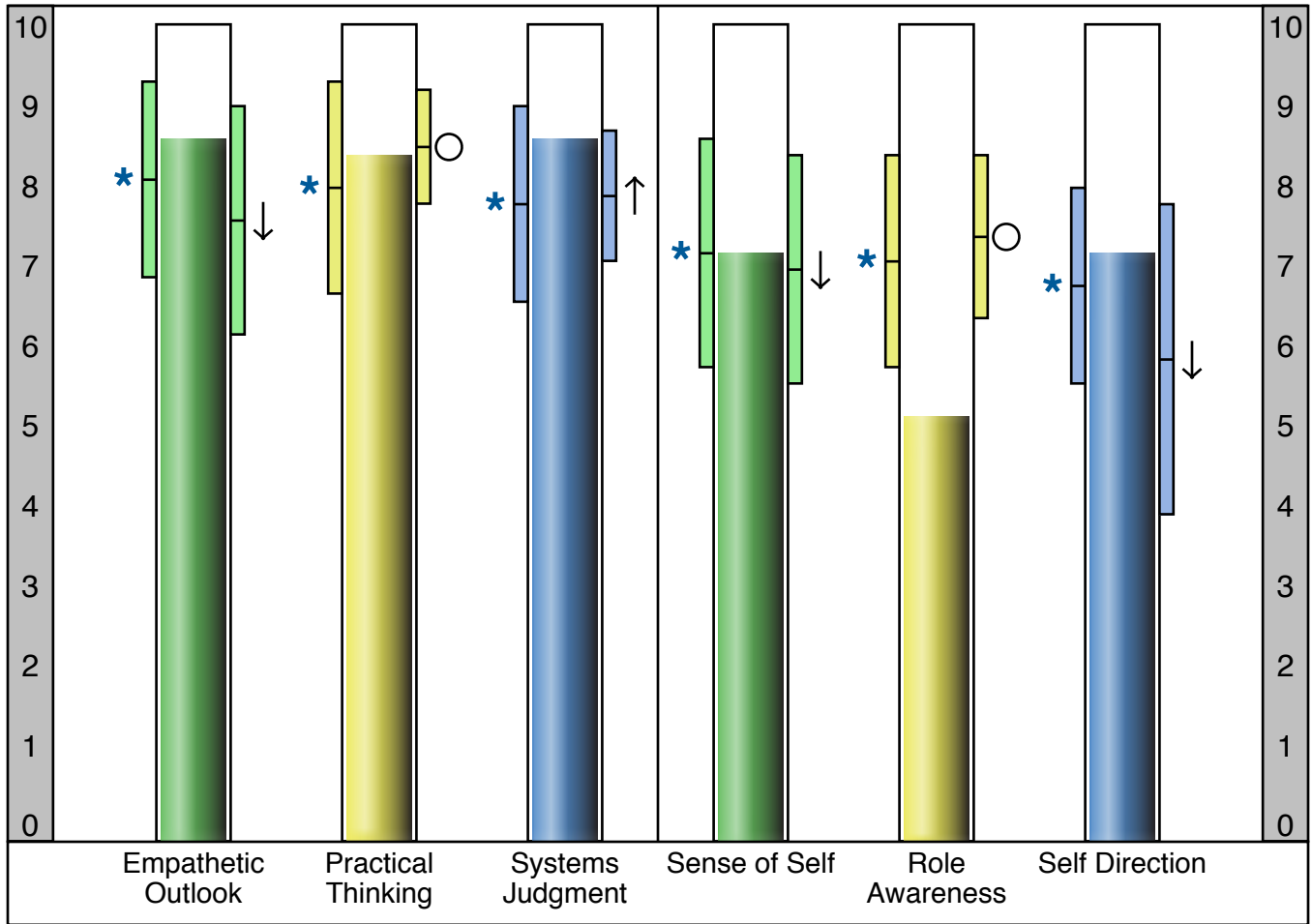
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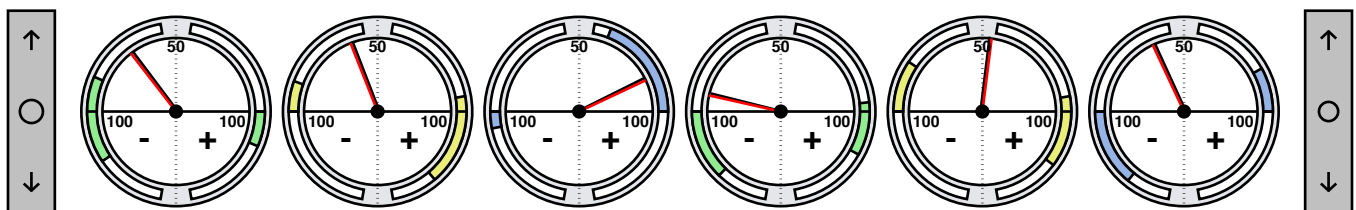
★	Population mean
↑	Overvaluation
○	Neutral valuation
↓	Undervaluation

EXTERNAL FACTORS (Part 1)

INTERNAL FACTORS (Part 2)



Score	8.6	8.4	8.6	7.2	5.2	7.2
Bias	↓	○	↑	↓	○	↓



Rev: 0.95-0.78



Score	Mean	Description	Score	Mean	Description
9.6	7.6	Using Common Sense	6.8	7.5	Sense of Timing
9.3	7.6	Integrative Ability	6.8	7.6	Status and Recognition
9.1	8.0	Following Directions	6.8	7.7	Sense of Belonging
9.1	8.0	Respect for Policies	6.7	7.1	Personal Drive
8.9	8.2	Realistic Goal Setting for Others	6.7	7.4	Handling Rejection
8.8	8.3	Theoretical Problem Solving	6.6	7.2	Persistence
8.6	8.0	Attention to Detail	6.5	7.1	Gaining Commitment
8.6	7.9	Correcting Others	6.5	6.9	Meeting Standards
8.6	8.1	Empathetic Outlook	6.4	6.7	Self Assessment
8.6	7.8	Systems Judgment	6.4	7.6	Realistic Personal Goal Setting
8.5	7.6	Concrete Organization	6.4	7.4	Self Management
8.5	7.7	Evaluating Others	6.2	6.9	Initiative
8.5	8.1	Understanding Motivational Needs	6.1	7.1	Role Confidence
8.5	7.9	Emotional Control	6.0	7.4	Self Confidence
8.5	7.8	Monitoring Others	6.0	7.3	Sense of Mission
8.4	7.3	Surrendering Control	5.9	7.0	Handling Stress
8.4	8.0	Material Possessions	5.7	7.3	Consistency and Reliability
8.4	8.0	Practical Thinking	5.7	7.3	Job Ethic
8.2	7.5	Problem Solving	5.4	7.4	Enjoyment of the Job
8.2	8.1	Self Improvement	5.2	7.1	Role Awareness
8.1	7.3	Results Orientation			
8.1	7.9	Attitude Toward Others			
8.1	7.8	Freedom from Prejudices			
8.1	7.9	Proactive Thinking			
8.1	7.9	Sensitivity to Others			
8.1	7.7	Evaluating What is Said			
8.1	8.1	Personal Relationships			
8.0	7.3	Conceptual Thinking			
8.0	7.7	Realistic Expectations			
7.9	7.8	Relating to Others			
7.9	8.2	Respect for Property			
7.6	7.4	Project and Goal Focus			
7.6	7.4	Developing Others			
7.4	7.3	Project Scheduling			
7.4	7.9	Conveying Role Value			
7.3	7.6	Long Range Planning			
7.2	7.0	Intuitive Decision Making			
7.2	7.3	Sense of Self			
7.2	6.9	Self Direction			
7.0	7.2	Personal Accountability			
7.0	7.5	Accountability for Others			
7.0	7.0	Balanced Decision Making			
7.0	7.9	Leading Others			
7.0	7.5	Quality Orientation			
7.0	7.8	Persuading Others			
7.0	7.2	Taking Responsibility			
6.8	7.1	Internal Self Control			



CORE SKILLS LIST
For consulting and coaching

Score	Mean	Description	Score	Mean	Description
7.0	7.5	Accountability for Others	8.1	7.3	Results Orientation
8.6	8.0	Attention to Detail	5.2	7.1	Role Awareness
8.1	7.9	Attitude Toward Others	6.1	7.1	Role Confidence
7.0	7.0	Balanced Decision Making	6.4	6.7	Self Assessment
8.0	7.3	Conceptual Thinking	6.0	7.4	Self Confidence
8.5	7.6	Concrete Organization	7.2	6.9	Self Direction
5.7	7.3	Consistency and Reliability	8.2	8.1	Self Improvement
7.4	7.9	Conveying Role Value	6.4	7.4	Self Management
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8.1	7.8	Freedom from Prejudices	7.0	7.2	Taking Responsibility
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6.2	6.9	Initiative			
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7.4	7.3	Project Scheduling			
7.0	7.5	Quality Orientation			
8.0	7.7	Realistic Expectations			
8.9	8.2	Realistic Goal Setting for Others			
6.4	7.6	Realistic Personal Goal Setting			
7.9	7.8	Relating to Others			
9.1	8.0	Respect for Policies			
7.9	8.2	Respect for Property			